Baseline Accountability Report, June 2003

Based on 2001 and 2002 Data   *Filtered for N>10*

Vermont Department of Education

Molly Stark School

	ELA[1] AMO:	ELA N:[2]	ELA Index:	ELA[3] LCB:	MATH[1] AMO:	MATH[2] N:	MATH Index:	MATH[3] LCB:	Total[4] Students:	Participation Rate:	Academic Indicator N:	Academic[5] Indicator:	Indicator[6] CB:
All Students	385	180	376	360	314	88	303	279	189	100%	94	15%	6%
No Free/Reduced Lunch or Milk	385	96	429	351	314	46	369	265	99	100%	52	4%	0%
Free/Reduced Lunch or Milk	385	84	315	348	314	42	231	263	89	100%	42	29%	12%
Without Disability	385	155	417	358	314	69	349	274	163	100%	*	13%	*
With Disability	385	25	122	318	314	19	136	239	26	100%	*	*	*
African American	385	*	*	*	314	*	*	*	*	*			
American Indian/Alaskan Native	385				314								
Asian	385				314								
Hispanic or Latino	385	*	*	*	314				*	*	*	*	*
Native Hawaiian/Pacific Islander	385	*	*	*	314	*	*	*	*	*			
White	385	174	377	359	314	83	302	278	*	100%	*	14%	*
Not English Language Learner	385	180	376	360	314	88	303	279	189	100%	94	15%	6%
English Language Learner	385				314								

1) Annual Measurable Objective: the target that schools are expected to meet.

2) All students present in the school for the full academic year (October 1).

3) Lower boundary of the AMO Confidence Interval.

4) Total number of students present at the school on the day before the beginning of the official test window.

5) The Academic Indicator is the percent of students in the lowest two performance levels in Grade 2 Basic Reading.

6) The Confidence Bound for the Basic Reading Indicators is the Lower Confidence Bound